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of pity simply doesn't well up in you. You have made a new and delightful friendship. Miss M.'s life, in her own refined English family, then in the home of a lower-class lodging-house keeper, Mrs. Bowater (whom you enjoy as you have your Mrs. Berry), then in the establishment of the vulgarly rich woman who takes her up, and finally back again in humble circumstances, where she is even driven to exhibiting herself at a traveling circus, appears to you to be a normal one, although all the time you know it is not. And wonder at the whole affair grasps you.

But the most refreshing charm of the book may be for you the exquisite phrasing; you will keep yourself from progressing very fast as you read, for fear you may not extract all of the pleasantness out of each line. "Even the doubts and misgivings that occasionally woke me in the night melted like dreams in the morning. Every morrow blotted out its yesterday—as faded flowers are flung out of a vase." "Softly as thistle-down the days floated into eternity." "Gradually, however, the quiet night received me into its peace (just as, poor soul, did the Moor Desdemona), and its influence stole into my darkened mind." But we can't give you an idea of the flowers in Paradise Valley by showing you a spray or two of Indian paint-brush.

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TWO EXCELLENT STATE BULLETINS

One evidence of the steady progress in the program for teaching English in secondary schools may be found in the series of courses of study issued periodically by state departments of education. A decade ago they were usually brief outlines of work to be covered; two of the most recent¹ run to well over a hundred pages each. The old courses were usually prepared more or less arbitrarily by a representative of the department; these new ones are the result of co-operative work by committees of teachers and bear evidence of reflecting the known needs of local schools and of being adapted to conditions as well as to ideals.

The Maryland bulletin, as its title indicates, is designed to help teachers, especially those who are inadequately prepared. Although it contains the outlines of a complete course of study, it is not a quantitative syllabus. It is a working manual prepared by teachers of experience and skill who view their work sanely, respect it profoundly, and are

¹ 1. *The Teaching of English*. Bulletin of the State Department of Education of Maryland, Baltimore. 2. *A Course of Study in English for High Schools*. State Department of Education of Kansas, Topeka.

able to help others to their outlook. The emphasis in composition, both oral and written, is on clearness and correctness, two paramount and possible ends, on the tested statements of objectives, and on methods of procedure, both general and special. The treatment of literature, which is extremely human, aims primarily to secure on the part of pupils knowledge, appreciation, and feeling of masterpieces, assuming that whatever merits a story, poem, drama, or essay has, it is not art until it is enjoyed by the pupils. There are practical sections, all concretely illustrated, on spelling, punctuation, elementary-school minima, the notebook, the literary society, the assembly, dramatics, the "better-speech movement," the library, and the project method in teaching English with carefully selected, unpadded bibliographies of procurable material. As the Foreword says, the manual is designed to help "inexperienced teachers find themselves, experienced teachers to grow in skill, and all teachers to realize that the teaching of English in high schools affords them the finest opportunities for . . . attaining genuine craftsmanship."

The Kansas manual is a more detailed course of study. The sections, each of which was prepared by a different member of the committee, are packed with valuable material; but they fail to combine into a simple, practical working plan. Any pupil who masters what is outlined in this manual will have a liberal education in English, one better than that which most college Seniors have acquired. Literature and composition are divided into separate semester treatments during the first three years; and in the last year are outlined five different courses: on American literature, vocational composition, current literature, types of literature, and newspaper writing. If Kansas carries through this ambitious program it will set a high standard for other states to emulate. The Appendixes are especially valuable for a series of original scales for grading neatness and legibility, for form, for testing the plan of a composition, for testing oral themes, and for marking general efficiency of pupils.

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A HELPFUL GUIDE

Among the many books on the subject, Mr. Stratton's *Producing in Little Theaters*¹ is by far the most useful. Those who are interested in

¹*Producing in Little Theaters.* By CLARENCE STRATTON. New York: Henry Holt & Co., 1922. Pp. 258. \$2.90.